

# Investigation of Pedagogical Content Knowledge of Graduate Social Studies Teachers in Senior High Schools in the Western Region of Ghana

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## Abstract

This study investigated the pedagogical content knowledge of Social Studies teachers in Senior High Schools in Sekondi-Takoradi Metropolis in the Western Region of Ghana. This research question guided the study: What is the pedagogical content knowledge of trained graduate Social Studies teachers at the Senior High School level? A sequential mixed method design was used for the study. Instruments for data collection were questionnaire and interviews. Data from questionnaire was triangulated with interviews. Non-probability sampling method, that is, convenience and purposive sampling techniques, were used to select the sample of districts, schools and respondents for the study. In all, seventy-two (72) Social Studies teachers were selected from twelve (12) Senior High Schools.

The data suggest that teachers perceived Social Studies as citizenship education. Therefore, the teaching and assessment of the subject should address students' ability to develop civic competence in order to solve their personal and societal problems.

**Key-words:** Pedagogical content knowledge. Citizenship Education.

## 1. Introduction and Background

The global consensus among scholars in this contemporary world is the ability and skills of learners to learn about issues and problems about themselves, their immediate and remote internal society and international community (Idowu, 2001). Arguably, learners need a unique and peculiar type of education which will enable them to participate effectively in life. The educational reforms of 1987 in Ghana brought in its wake the introduction of Social Studies as a core subject at the Junior Secondary School. In 1997, it became a core subject at the Senior Secondary School.

In Ghana today, there has been general consensus that the fundamental purpose of Social Studies is Citizenship Education. According to Blege (2001:13), "In the context of Ghana, Social Studies is a citizenship education which aims at producing reflective, competent, responsible and participatory citizens". This goes to support the view of the National Council for Social Studies (1996:23) in America that "the primary purpose of Social Studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse democratic society in an interdependent world".

The emphasis of Social Studies is on developing the relevant knowledge, skills, attitudes, and values that will enable learners to make reflective decisions and act on them to solve both their personal and societal problems. Therefore, Social Studies in the school setting has a unique responsibility for providing students with the opportunity to acquire knowledge, skills, attitudes and values to function effectively within their local and national society in an interdependent world. This goes to say that there is the need for effective teaching towards the attainment of the goals of Social Studies.

According to Quartey (1984), each teacher of Social Studies needs to possess a philosophy of the subject of teaching and learning. The philosophy provides guidance and direction in choosing objectives, and nature of assessment. The development and survival of the state depends upon the attitudinal change which the various subjects including Social Studies through instructional processes build in learners.

In order for students to get understanding of facts, concepts and generalisations taught in Social Studies to develop positive attitudes in them, their teachers need to have a strong pedagogical content knowledge in Social Studies. This knowledge comes from Social Studies courses, education courses, experience, and professional development. This goes to support the view of the National Council for the Social Studies (NCSS, 2004:54) that the methods course for Social Studies teachers' preparation should focus on the "pedagogical content knowledge that deals specifically with the nature of Social Studies and with ideas, strategies, and techniques for teaching Social Studies at the appropriate level." Shulman (1987:8) described pedagogical content knowledge as the "blending of content and pedagogy into an understanding of how particular topics, problems, or issues are organized, represented and adapted to the diverse interests and abilities of learners, and presented for instruction".

Knowledge for teaching Social Studies is considered to be "the foundational knowledge of Social Studies education (Citizenship education) needed to perform the recurrent tasks of teaching Social Studies to students" (NCSS, 2004:56). Knowledge for teaching Social Studies is made of different domains of content knowledge and pedagogical content knowledge. Studies have shown that the knowledge for teaching Social Studies is a predictor of student achievement in Social Studies (Quartey, 1984; NCSS, 2004). This implies that pedagogical content knowledge of teachers is a very important part of knowledge for teaching Social Studies.

The problem under study is that, the pedagogical content knowledge of Social Studies teachers are seemingly affecting the teaching and attainment of the objectives of the subject adversely at the Senior High School level. Despite the numerous efforts that have been made to improve on the teaching of Social Studies through curriculum innovations and teacher upgrading, there seems to be an impression that the main objectives of the subject have not been achieved.

What seems to be the problem is the lack of knowledge especially about the goals of Social Studies by some teachers in the classroom. From the researchers' observation and experiences, it seems some teachers' pedagogical content knowledge is not sufficient to teach social studies. On this note, the purpose of the study was to provide an empirical basis for the background knowledge of Social Studies teachers at the Senior High School level. The researchers therefore sought to examine the pedagogical content knowledge of graduate Social Studies teachers at the Senior High School level.

## **2. Teachers' Pedagogical Content Knowledge of Social Studies**

Knowledge is at the core of teacher education programmes and the foundation of teaching and learning (Mumby & Russell, 1995). Teachers' understanding of a subject matter and ability to share information with students comes from the foundations of knowledge they have gained. The knowledge base for teaching defines a set of knowledge necessary to be an effective teacher.

Prior to considering the knowledge base for teaching, it is useful to explore what it means "to know" something. Deng and Luke (2008) propose three conceptions of knowledge based on their examination of several disciplinary and epistemological knowledge classification schemes. First, the disciplinary conception of knowledge describes canonical knowledge in the established disciplines. Second, the practical conception of knowledge represented by procedural knowledge derives from the wisdom of practice. The third form of knowledge is the experiential conception of knowledge based on Dewey's (1916) notion that knowledge is located in and based on human experience. While there are other ways of knowing, for example, scientific or aesthetic ways of knowing (Deng & Luke, 2008), these three different ways of knowing provide a useful interpretive framework to conceptualise secondary school Social Studies teachers' sources of knowledge.

Deng and Luke's (2008) conceptions of knowledge and what it means for teachers "to know" something raises broader questions of the purpose of this knowledge and what kind of knowledge is important in terms of student engagement (McMahon & Portelli, 2004). While contemporary curricular promote the mantra of "life-long learning" (QSA, 2006) the precise nature of that knowledge and its purpose is worth exploring. Jurgen Habermas' theory of 'knowledge-constitutive interests' as the technical cognitive interest, the practical interest and the emancipatory or critical cognitive interest (Habermas, 1968) is a useful way to explore knowledge for teaching and its impact on student engagement. The technical form of knowledge is descriptive, predictive knowledge based on observable events (Habermas, 1968). The practical interest (or hermeneutic knowledge) is interpretive knowledge which is mediated and "derived from the interpreter's initial situation" (Habermas, 1968:309). The critical or emancipatory interest is one which seeks to transform the current condition, where, through self-reflection, "frozen relations of dependence ... can in principle be transformed" (Habermas, 1968:310). The emancipatory knowledge interest relates to McMahon and Portelli's (2004:73) conceptualization of critical-democratic student engagement "which recognises existing inequities and believes in the possibilities of rectifying them."

Tom & Valli, (1990) assert that, educational researchers do not all agree on what constitute appropriate teacher knowledge. By exploring the question of what knowledge informs teaching, some research findings organize the domains of teacher knowledge (Shulman, 1986; Wilson, Shulman, & Richert, 1987; Grossman 1990; Ball, 1990; Cochran *et al.*, 1993; Turner-Bisset, 1999). Shulman (1987) categorisation of teacher knowledge is one of the theoretical frameworks that give recognition to teachers' pedagogical content knowledge which is central to the study.

Shulman (1987:8), in defining the knowledge base needed for teaching, distinguishes between seven categories of knowledge needed to be a successful teacher. These include

*content knowledge; general pedagogical knowledge*, with special reference to those broad principles and strategies of classroom management and organisation that appear to transcend subject matter; *curriculum knowledge* with particular grasp of the materials and programmes that serve as "tools of trade" for teachers; *pedagogical content knowledge*, that special amalgam of content and pedagogy that is uniquely the province of teachers, their own special form of professional understanding; *knowledge of the learners and their characteristics*; *knowledge of educational contexts* ranging from the workings of the group or classroom, the governance and financing of school communities or districts, to the character of communities and culture; and *knowledge of educational ends, purposes and values* and their philosophical and historical grounds.

This form of teacher knowledge, according to Shulman (1987:9), "goes beyond knowledge of subject matter per se to the dimension of subject matter knowledge for teaching". Thus, pedagogical content knowledge is that distinctive knowledge domain of teaching that differentiates the expert teacher in a subject area from the subject expert.

However, many studies on pedagogical content knowledge have been conducted (Marks, 1990; Grossman, 1990; Carlsen, 1993; Adams & Krockover, 1997; Magnusson, Krajcik, & Borko, 1999) which have identified the components of pedagogical content knowledge. Magnusson *et al.* (1999) identified 'teachers' knowledge and beliefs of the curriculum' as one of the five interacting components of pedagogical content knowledge. This implies that teachers' curriculum conception will probably influence the way an educational package is delivered to students with the aim of fulfilling individual and societal goals.

The framing or conceptual branding of Social Studies content around citizenship education is necessary, but certainly not enough for the preparation of active citizens because much depends on what happens in the classrooms. Adeyinka (2000) agreed that while teachers' knowledge of the content to teach is important, it is equally significant for teachers to know how to translate the content into meaningful learning experiences. This implies that teachers' pedagogical content knowledge in Social Studies is very important in Social Studies education. The question that inevitably arises here is: how should a Social Studies classroom that prepares active citizens look like? Brophy and Alleman (1991:3), give us good insights because they argue that the goal of Social Studies education is "providing students with the knowledge, skills, and values that they will need to understand modern life and participate effectively as pro-social group and responsible citizens." Sharing the same opinion, Banks (1990:3) asserts that "Social Studies is that part of the elementary and high school curriculum which has primary responsibility for helping students to develop the knowledge, skills, attitudes and values needed to participate in the civic life of their local communities, the nation and the world." This view is also supported by Ochoa (1970), Barr, *et al* (1977), Kisko (1981), Banks (1985), Quartey (1987), and Blege (2001). They all have the notion that the subject must equip the individual with civic competence that will enable an individual to live and to be lived with.

In this connection, Barton and Levstik's (2004) argument makes sense that knowledge of citizenship life is not enough, but students must develop skills and positive attitudes to perform the expected roles of good citizenship in their communities. Thus, the second tenet of citizenship learning is the development of skills and values necessary for citizenship. That is the reason why educators propose that teachers must use learner-centred pedagogies and techniques like debate, panel discussion, simulation, drama, role-play, and oral reports to develop positive skills and values in students (CRDD, 2007; 2010). This is supported by Eshun (2013:17) that, "teaching Social Studies is stressed to be done in student-centred techniques and strategies. Brainstorming, role-playing, simulation, discussion and debate were the major techniques stressed by both colleges of education curriculum and the Junior High School (JHS) social studies syllabus."

### 3. Methodology

A sequential mixed method design was used to explore the pedagogical content knowledge of Social Studies teachers. Triangulation was used in order to test the consistency of findings obtained through different

instruments used, whilst complementarity clarifies and illustrates results from one method with the use of another method.

The population for this study included all Social Studies teachers in the Senior High Schools (SHS) in the Western Region of Ghana. According to Cohen, *et al.* (2000), a targeted population is a group of respondents from whom the researcher is interested in collecting information and drawing conclusions. In this present study, the target population comprised all graduates Social Studies teachers teaching the subject in Senior High Schools at Sekondi-Takoradi Metropolis in the Western Region of Ghana.

The sample size for the study was seventy-two (72) Social Studies teachers teaching the subject. Non-probability sampling methods such as convenience and purposive sampling techniques were employed by the researcher to select the sample of district, schools and respondents (teachers) for the study. The Table 1 below shows the number of schools and respondents (teachers) selected for the study.

**Table 1: Number of Schools and Respondents Selected for the Study**

Name of School	No. of Teachers	Percent (%)
Adiembra Senior High School	5	6.9
Ahantaman Girls Senior High School	4	5.6
Archbishop Porter Girls Senior High School	4	5.6
Bompeh Secondary Technical School	9	12.5
Diabene Secondary Technical School	8	11.2
Fijai Senior High School	7	9.7
Ghana Secondary Technical School (GSTS)	5	6.9
Methodist Senior High School	6	8.4
Sekondi College	7	9.7
St. John's Senior High School	5	6.9
Takoradi Senior High School	5	6.9
Takoradi Technical Institute (TTI)	7	9.7
<b>Total</b>	<b>72</b>	<b>100.0</b>

The Table 1 above shows the number of schools and respondents (Social Studies teachers) used for the study. Seventy-two teachers were selected from the twelve Senior High Schools in Sekondi-Takoradi Metropolis in the Western Region of Ghana.

A three-point Likert questionnaire items were administered to seventy-two (72) Social Studies teachers, and semi-structured interview items for ten (10) trained Social Studies teachers at Senior High School level. Descriptive statistics was used to interpret the quantitative data; whilst the qualitative data was analyzed by the use of the interpretive method based on the themes arrived at in the data collection.

#### **4. Teachers' Knowledge of Social Studies Education**

This research theme sought to determine how familiar Social Studies teachers are with the pedagogical content knowledge of Social Studies education. The main focus of this section is to examine the pedagogical content knowledge of Social Studies teachers at the Senior High School level.

The researchers adopted questionnaire and semi-structured interview as the tools for the data collection on this theme. Some items were placed in the questionnaire and the interview guide to seek teachers' views on the issues. The research question- *What is the pedagogical content knowledge of trained graduate Social Studies teachers at the Senior High School level?* is discussed under three sub-themes: 4.1 teachers' meaning of the term Social Studies; 4.2 teachers' content and curriculum conception of Social Studies, and 4.3 teachers' pedagogical knowledge of Social Studies.

#### 4.1 Teachers' Meaning of the Term Social Studies

The responses are presented in Table 2 as shown below.

**Table 2: Teachers' Perception of Social Studies**

ITEMS	Responses			Total (%)
	D (%)	U (%)	A (%)	
1.Social Studies is an amalgamation of the social science disciplines	26 (36.1)	2 (2.8)	44 (61.1)	72 (100)
2.Social Studies is a method of teaching	52 (72.2)	12 (16.7)	8 (11.1)	72 (100)
3.Social Studies is a Citizenship Education	1 (1.4)	1 (1.4)	70 (97.2)	72 (100)

**D** - Disagree, **U** - Undecided, **A** - Agree

Item 1 which reads *Social Studies is amalgamation of the social science disciplines* reveals that out of 72 respondents, 44 (61.1%) agreed that Social Studies is an amalgamation of Social Science, 2(2.8%) were not certain and the remaining 26 (36.1%) disagreed. The above shows that most respondents agreed that Social Studies is an amalgamation of the social sciences. The item 2 which reads *Social Studies is a method of teaching* show that out of the 72 respondents, 8 (11.1%) respondents agreed, 12 (16.7%) were not certain, while 52 (72.2%) disagreed. The above shows that majority of the respondents disagreed to the assertion that Social Studies is a method of teaching other social sciences.

Item 3 of which reads *Social Studies is Citizenship Education* reveals that out of the 72 respondents, 1 (1.4%) respondent disagreed, 1 (1.4%) respondent was undecided and the remaining 70 (97.2%) agreed. This indicates that as many as 70 respondents representing 97.2% agreed that Social Studies is Citizenship Education. For further clarification, teachers were asked-*How do you conceptualize Social Studies in terms of its meaning, scope and content?* The result from this item indicated that out of the 10 respondents interviewed, 2 (20.0%) responded that they considered Social Studies as the amalgamation of the Social Sciences and its scope and content is taken from the other Social Sciences like economics, history, government, geography and sociology. The remaining 8 (80.0%) have this to say "Social Studies is a Citizenship Education in the sense that it provides the learner with relevant knowledge, positive attitude, skills and right values. This shows that most of the respondents (Social Studies teachers) perceived Social Studies as a Citizenship Education at the Senior High School level. This finding is supported by the submission of Martorella (1994) that Social Studies is citizenship education and aims at producing a reflective, competent and concerned citizen.

For clarification this question was asked - *What will you say is the ultimate objective and goal of Social Studies?* The following responses were given: Maxwell, (not the real name) who has been teaching the subject for the past five years, has this to say, "The ultimate objective and goal of Social Studies is about Citizenship Education...This means, the subject enables the individual (learner) to fit well in the society by providing him/her the necessary tools... For instance, someone learning science to become a medical professional, is not enough because she or he will deal with the environment, man and others...so, the person needs other skills that Social Studies provides in order to become a very responsible medical doctor". Henry, (not the real name) another interviewee, who has been teaching the subject for the past ten years, has this to say, "*ultimate goal of Social Studies is to prepare the child (learner) to become problem solving oriented person by providing him/her the relevant knowledge, positive attitudes, values and skills... Two, the subject also enables the child to fit well into the world of work... Finally, Social Studies helps the person to be conscious of his/her citizenship role in the society in order to become competent*". Mabel, who has been teaching the Social Studies for the past four years, came out that, "*the ultimate goal of Social Studies is Citizenship education...Social Studies is the subject that tries to sensitize the students to become participatory citizens who can identify problems in their communities and help solve them.*"

With the item on the interview guide which reads- *How do you perceive Social Studies as Citizenship Education?* Maxwell has this to say, "I perceive Social Studies as Citizenship Education because the subject helps the individual to become responsible and as you know, Citizenship Education is about one being responsible enough". Henry also came out that, "*Social Studies is perceived as Citizenship Education because I have seen that the subject deals with contemporary and current issues that threaten the survival of mankind...This in a way helps one to be well prepared in his or her community*". Mabel also said that, "I



*perceive Social Studies as Citizenship Education because Social Studies is the subject that gives necessary tools such as relevant knowledge, positive attitudes, skills and right values that will enable the children to solve problems that they will come across in life and that of their society".* This means that Social Studies is perceived as citizenship education by the respondents because it is the subject which aimed at imbuing in student problem solving skills. Quartey (1984), states that Social Studies equips the individual with tools necessary for solving both personal and community related problems. Martorella (1994) in his appraisal asserts that the basic purpose of Social Studies is to develop reflective, competent and concerned citizens. This means that the mission of Social Studies is to help the individual in the society to be responsible, participatory and concerned about issues that confront them and the society.

#### 4.2 Teachers' Content Knowledge and Curriculum Conception of Social Studies

The responses are presented in Table 3 below.

**Table 3: Teachers' Content Knowledge and Curriculum Conception of Social Studies**

Questionnaire Items	Responses			Total (%)
	D (%)	U (%)	A (%)	
4. The curriculum of Social Studies should develop higher-order thinking skills/problem-solving skills	8 (11.1)	4 (5.6)	60 (83.3)	72 (100)
5. The Social Studies curriculum of the schools should foster creativity	8 (11.1)	4 (5.6)	60 (83.3)	72 (100)
6. The scope of Social Studies education should be based on current issues in society	17 (23.6)	5 (6.9)	50 (69.4)	72 (100)
7. The scope of Social Studies education should be based on solving issues that threaten human survival	2 (2.8)	1 (1.4)	69 (95.8)	72 (100)
8. The Social Studies content should focus on the development of socio-civic and personal behaviour	1 (1.4)	7 (9.7)	64 (88.9)	72 (100)
9. There is significant difference between the content of Social Studies and Social Sciences subjects	11 (15.3)	13 (18.1)	48 (66.7)	72 (100)
10. There is significant difference between citizenship education and education for citizenry	16 (22.2)	15 (20.8)	41 (56.9)	72 (100)
11. Social Studies education should include controversial issues that train students to be critical thinkers and future decision makers	1 (1.4)	6 (8.3)	65 (90.3)	72 (100)

**D** - Disagree, **U** - Undecided, **A** - Agree

The item which is-*The curriculum of Social Studies should develop higher-order thinking skills/problem-solving skills* shows that out of 72 respondents, 60 (83.3%) agreed that the curriculum of Social Studies should develop higher-order thinking skill, 4 (5.6%) were not certain and 8 (11.1%) disagreed with the issues. This shows that most of the teachers agreed that Social Studies curriculum should develop higher-order thinking skills.

Item 7 of Table 3 reads: *The scope of Social Studies education should be based on solving issues that threaten human survival* shows that out of the 72 respondents, 69 (95.8%) agreed, 1 (1.4%) was not certain whilst 2 (1.8%) disagreed. The above shows almost all the respondents agreed that the scope of Social Studies education should be based on solving issues that threaten human survival. Item 8 of Table 3 which is *The Social Studies content should focus on the development of socio-civic and personal behaviour* show that out of the 72 graduates, only 1 (1.4%) respondent disagreed whilst 7 (9.7%) were not certain. Respondents who agreed to the issue were 64 (88.9%). This also indicates that most teachers agreed that the content of Social Studies should focus on the development of socio-civic and personal behaviour.

Item 9 of Table 5 which is-*There is significance difference between the content of Social Studies and Social Sciences subjects* reveals that out of the 72 respondents, 48 (66.7%) agreed, 13 (18.1%) were not certain whilst 11 (15.3%) respondents disagreed. The above shows that as many as 48 (66.7%) of the respondents agreed that there is significant difference between the content of Social Studies and Social Science subject. For clarification teachers were asked-*How do Social Studies differ from Social Science?* Fiifi, (not the real name), who has been teaching the subject for the past five years, has this to say, "Social Studies is a problem centred subject whilst Social Science subjects are knowledge based". Kweku, (not the real name) had this to say, "Social Studies is a subject which does not have specific content because it's problem solving oriented, whereas Social Science subjects have specific or well defined contents and scope". Mabel (not the real name) had this to say; "*Social Science subjects deal with facts which result in knowledge acquisition whereas Social Studies as a subject goes*

*beyond facts delivery and teaches values, positive attitudes and attitudinal change to its recipients*". Here there is a clear significant difference between Social Studies and other Social Science subjects.

Item 10 of Table 5 which reads-*There is significance difference between citizenship education and education for citizenry* show that out of the 72 respondents, 41 (56.9%) agreed, 15 (20.8%) were not certain and the remaining 16 (22.2%) respondents disagreed. This indicates 41 (56.9%) agreed that there is significant difference between citizenship education and education for citizenry.

Item 11 of Table 5 reads-*Social Studies education should include controversial issues that train students to be critical thinkers and future decision makers*. The data on item 8 reveals that, as many as 65 (90.5%) respondents out of the 72 respondents agreed, whilst 6 (8.3%) remained undecided and only 1 (1.4%) respondent disagreed to the issue. This shows that most of the respondents (teachers) agreed that Social Studies curriculum should include controversial issues that train students to be critical thinkers and future decision makers.

#### 4.3 Teachers' Pedagogical Knowledge of Social Studies

The results are presented in Table 6 below.

**Table 6: Teachers' Pedagogical Knowledge of Social Studies**

Questionnaire Items	Responses			Total (%)
	D (%)	U (%)	A (%)	
12. The purpose of the Social Studies education is to prepare learners for life.	0 (0)	2 (2.8)	70 (97.2)	72 (100)
13. Social Studies Education is to help students have positive attitudinal change.	0 (0)	6 (8.3)	66 (91.7)	72 (100)
14. The main role of the Social Studies teacher is to emphasize the development of relevant knowledge, attitudes, values and skills of students.	1 (1.4)	1 (1.4)	70 (97.2)	72 (100)
15. Social Studies stress the teaching and learning of skills more than the teaching and learning of factual content.	4 (5.6)	4 (5.6)	64 (88.8)	72 (100)
16. The Social Studies education should emphasis on the development of social participation skills.	0 (0)	2 (2.8)	70 (97.2)	72 (100)
17. Social Studies should be taught as a specific subject and not facts from other social sciences.	19 (26.4)	12 (16.7)	41 (56.9)	72 (100)

D - Disagree, U - Undecided, A - Agree

The item 12 which reads-*The purpose of the Social Studies education is to prepare learners for life* shows that out of the 72 respondents, as many as 70 (97.2%) agreed, 2 (2.8%) were not certain and none of the respondents disagreed to this item. This shows majority of the respondents agreed that the purpose of the Social Studies education is to prepare learners for life. Banks (1990:8) adds "the major purpose of Social Studies is to prepare citizens who can make reflective decisions and participate successfully in the civic life and their local communities, nations and the world".

Item 13 which is *Social Studies Education is designed to help students have positive attitudinal change* indicates that out of the 72 respondents, 66 (91.7%) agreed, 6 (8.3%) were not certain and none disagreed. This shows that almost all of the respondents agreed that Social Studies education is designed to help students have positive attitudinal change. If the pith and core of Social Studies is seen as citizenship education then its instruction must be done in a way to help students have positive attitudinal change. With this, Bednar and Levie (1993:282) gave recommendations that three approaches emerge when designing instruction for attitude change: providing a persuasive message; modelling and reinforcing appropriate behaviour; and inducing dissonance between the cognitive, affective, and behavioural components of the attitude.

The item 14 which reads-*The main role of the Social Studies teacher is to emphasize the development of relevant knowledge, positive attitudes, value and skills* shows that out of the 72 respondents, 70 (97.2%) agreed, 1 (1.4%) not certain and 1 (1.4%) disagreed. The above shows that most of the respondents agreed that the role of Social Studies teacher is to emphasize on the development of relevant knowledge, positive attitude, values and skills. To inculcate the right skills, positive attitudes, values, and relevant knowledge in students to see Social Studies as problem-solving which can enable them solve their personal and societal problems, then there is the need for effective teaching and assessment in Social Studies. In the view of Parkay and Stanford (2001), effective teachers use a repertoire of teaching models and assessment strategies, depending upon their situations and the goals and objectives they wish to attain. This implies that an effective teacher plans his or her lessons with some objectives to achieve at the end of the lesson in order to instil in the students the desirable knowledge, attitudes, values and skills.

Item 15 which is-*The Social Studies teacher should stress on teaching of skills more than the factual content*, reveal that out of the 72 respondents, 64 (88%) agreed, 4 (5.6%) and 4 (5.6%) disagreed. The above shows that majority of the respondents agreed that the teachers of Social Studies should stress on teaching problem solving skills than the factual content. Also, with the item on-Social Studies teacher should emphasize on the development of social participation skills show that out of the 72 respondents, 70 (97.2%) agreed and the remaining 2 (2.8%) were not certain. None of the respondents disagreed to the issue. The above shows that almost all the respondents agreed that Social Studies teachers should emphasize on the development of social participation skills.

Item on-*Social Studies should be taught as a specific subject and not facts from other social sciences* indicate that out of the 72 respondents, 41 (56.9%) agreed, 12 (16.7%) were not certain and the remaining 19 (26.4%) disagreed. The above show 41 (56.9%) agreed that Social Studies should be taught as a specific subject and not facts from other social sciences.

## 5. Conclusions

Social Studies is seen as Citizenship Education which aims at preparing the learner or the young ones to become competent, concerned and reflective citizens in a country. Teachers agreed that the scope of Social Studies is based on solving issues or problems that threaten human survival.

Social Studies should be taught as a holistic subject, which should reflect behavioural change in students and not facts from other social sciences. Social Studies teachers should stress on teaching of skills more than the factual content. The main role of the Social Studies teacher is to emphasize the development of relevant knowledge, positive attitudes, value and problem solving skills of students.

There is significant difference between citizenship education and education for citizenry. There is a clear difference between Social Studies and other Social Science subjects. That Social Studies is the social science in practice as its central focus is problem-solving. Social Studies education should focus on controversial issues that will imbue in students societal ideals to be critical thinkers and future decision makers.

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